Communication Sciences and Disorders, Ph.D.

Program Handbook

2026-2027

Department of Communication Sciences and Disorders

Reference this handbook to find information about policies, requirements, procedures, resources, and norms for graduate students in Communication Sciences and Disorders.

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Navigating Policy and Resources at UW-Madison

This handbook is one of many sources to consult as you become familiar with the policies, procedures, requirements, resources, and norms of graduate education at UW-Madison:

How to Use This Handbook

The Graduate School's Academic Policies and Procedures provide essential information regarding general University requirements. This handbook explains how our program's degree requirements fit within the academic and policies and procedures of the Graduate School. Students are required to follow the policies and procedures listed in the handbook. Information in the handbook along with individual communications with program staff and faculty are used to ensure that all degree requirements are met.

Who to Contact for Questions

Many of your questions about how to meet expectations and thrive as a graduate student will be answered by the various sources of policies, procedures, requirements, resources, and norms found in the links on the previous page. Several key people in this department and on campus are ready to answer your remaining questions.

Graduate Program Coordinator
Each graduate program will have at least one department staff person typically called a Graduate Program Coordinator who serves as a point person for program policy and procedures. Graduate Program Coordinators are well versed in most elements of graduate education that extend beyond academic instruction in your program and will likely be your first stop for questions related to anything in this handbook.

Director of Graduate Studies
Each graduate program has one faculty member designated to direct its educational vision and structure.

Names and contact information of your Graduate Program Coordinator and Director of Graduate Studies (referred to Director of PhD Studies in this handbook) can be found on your program's page in the *Graduate Guide* (guide.wisc.edu/graduate). On the drop-down menu, simply navigate to the "Major/Degree" tab, click on your program's name, and look for the contact information box on the right-hand side.

Faculty Advisor
Each student will be assigned a faculty advisor in each graduate program in which they are enrolled. The graduate school and our department require that each PhD student have a designated advisor. Your faculty advisor(s) will be a key source of guidance for your academic development. Further definition can be found here: policy.wisc.edu/library/UW-1232. Guidelines for finding, changing, and working with your advisor can be found in the Advising & Mentoring section below.

The name and contact information of your faculty advisor can be found on your Student Center on MyUW (my.wisc.edu) under “Academic Progress” and then “Advisors.”

Graduate School Services
For general inquiries and graduate student services from the Graduate School, see the operations and front desk contact information on this contact page: grad.wisc.edu/contacts.

Department & Program Overview

The department offers graduate programs leading to the M.S. and Ph.D. in communication sciences and disorders. An additional program in the department leads to the Au.D. in audiology. The graduate program provides the opportunity for study in the areas of audiology, speech–language pathology, hearing science, language science, and speech science. The purpose of the graduate program is to prepare clinicians, researchers, and teachers who possess a solid foundation in both the theoretical and applied aspects of the discipline of communication sciences and disorders.

The Ph.D. program provides relevant classroom and laboratory experiences for the scholar–researcher interested in communication processes and communicative disorders. A student's academic program will consist of course work within the department and in related areas such as psychology, biology, linguistics, statistics, computer science, and education. Students completing the program will be prepared for careers as university professors, laboratory researchers, and senior clinicians.

Individual programs can be designed for students who wish to pursue professional training/clinical certification (in either speech–language pathology or audiology) and the Ph.D. degree. Such students follow a modified sequence of course work, clinical training, and research experience to satisfy all academic and certification requirements in five to six years.

Climate and Belonging

Our program and department are committed to eliminating bias, discrimination, and systemic racism. We commit to this work in our clinic, department, campus and in our field to effect sustained change. Please see our website with further information about the work being done in our department and clinic. https://csd.wisc.edu/inclusion/

How to Get Involved

As a graduate student at UW-Madison, you have a multitude of opportunities to become involved on campus and in your academic discipline. This involvement often enhances your academic, professional, and personal growth through developing advanced leadership, communication, and collaboration skills. It also provides opportunities for professional networking.

In Our Discipline

Most students in the PhD in Communication Sciences and Disorders Program attend classes full time and work in research labs. Some students volunteer their services to community organizations related to their area of clinical interest. Other students join professional organizations and attend local and national/international meetings. Our students have also served on committees and as trainee representatives to the board of professional organizations to gain leadership experience. Your academic advisor can help you identify activities that suit your interest and available time.

In Our Program/Department

PhD students are invited to attend the department's weekly professional seminar (PROSEM) presentation at Goodnight Hall. A faculty member coordinates a weekly guest speaker to present a research topic or discuss career development.

The Department of Communication Sciences and Disorders has several standing committees. These committees are appointed annually by the Department Chair and may include one or more graduate student members. Graduate students frequently provide new perspectives that assist committees in their duties. Involvement with these committees can provide students with valuable experience regarding the operations of the University and Department. Graduate students interested in serving on various departmental committees should let their interests be known to the Chair of the Department of Communication Sciences Disorders.

- Climate and Belonging Committee
- Community Outreach Community
- Technology Committee

On Campus & In the Community

The Wisconsin Idea is the principle that education should influence and improve people's lives beyond the university classroom. For more than 100 years, this idea has guided the university's work.

You will find a list of ways to engage in campus and local community life at:

The Graduate School's Current Student Page
grad.wisc.edu/current-students

If you are actively involved in leadership and service activities, consider nominating yourself for membership in the following honor society:

Edward Alexander Bouchet Graduate Honor Society
grad.wisc.edu/diversity/bouchet

Advising & Mentoring

Advising relationships are a central part of academia, important to both the experience and development of students and faculty members alike.

The Graduate School's definition of an advisor can be found here: policy.wisc.edu/library/UW-1232. Your advisor has two main roles: 1) To assist you in acquiring the highest possible level of knowledge and competence in the field, and 2) to chair the committee that will determine whether you have performed at an acceptable level for each of your degree milestones (see "Degree Requirements" section below for further information on building your committee). Other roles of your advisor may include tracking your progress in completing your degree, assisting with course selection, and planning your academic path, and helping you identify possible research mentors, committee members, and research opportunities. Your advisor may also be responsible for providing funding for your degree program.

Both the student and advisor are responsible for making their expectations clear to each other. Be sure to discuss this with your advisor.

Finding & Selecting an Advisor

Prior to applying to the program, you were encouraged to examine faculty research, publications, and labs. We urge applicants to read publications by any professor whose

research appears to be compatible with their graduate study goals, and who, therefore, could potentially become your advisor. During the admission process, you have the opportunity to meet with faculty and current doctoral students to learn more about faculty research and labs. During the admissions process, if there is a good match between you and a professor an admission offer letter may be extended. The offer letter includes the advisor match. By accepting the offer to study with the program, you accept the advisor match.

Changing Your Advisor

As the advisor-student relationship is one of mutual agreement. Changing advisors may change the nature of your funding in that the new advisor will take responsibility for determining its source, and your research training will take place in their laboratory. This must be clarified, and all parties must agree to a funding change. Your new advisor may also be able to arrange for a departmental TA position.

Your primary academic advisor may be a regular faculty member in the Department of Communication Sciences and Disorders or may be affiliate or joint faculty. If an affiliate faculty member is serving as your primary academic advisor, a regular faculty member must be assigned as your departmental contact to regularly review your progress and adherence to departmental requirements.

If you change your advisor, you must notify your Graduate Program Coordinator in writing. Your prospective advisor must provide written approval of the change (an email will suffice). All written correspondence will be included in your academic file and serve as documentation of the change.

Every graduate student must have an advisor or else they may be suspended from graduate study at UW-Madison by the Graduate School. Be sure to follow procedures to re-select a new advisor (described above) prior to finalizing the termination of your current advising relationship. You can confirm that the name of your advisor has been updated in the official record by looking in your Student Center on MyUW (my.wisc.edu) under “Academic Progress” and then “Advisors.”

Mentoring Networks

In addition to a formal advisor, you are encouraged to develop a broad network of individuals who can provide academic and professional mentorship during and beyond your time as a graduate student.

Talk with your advisor about appropriate candidates for providing additional academic and professional mentorship.

Degree Requirements

Doctoral Degree

All students in the Communication Sciences and Disorders doctoral program are responsible for being aware of the following requirements to complete the degree.

Requirements

For all current requirements to complete your degree (e.g., credits, courses, milestones, and learning outcomes/goals) see your program's page in the *Graduate Guide*. Navigate to guide.wisc.edu/graduate, then select "Degrees/Majors," your program's name, the "Named Option" of your program (if applicable; found near the bottom of the Requirements tab), and then "Requirements" from the navigation bar on the right side. You will be taken to a subsection of your program's *Guide* page that contains all official requirements for your degree. Similarly, see "Policies" from the navigation bar of your program's page to learn about policies affecting these requirements (e.g., prior coursework, probation, credits per term allowed, time constraints, grievances, and appeals, etc.). Note that when you look at the *Guide* to learn about program requirements, you will be viewing the current year's version. To find past versions of program requirements, see the Guide Archive and search for your program and the year you would like to reference.

The Faculty of the Department of Communication Sciences and Disorders views the doctoral degree as a scholarly academic research degree. In addition to the general University regulations for the doctoral degree, stipulated in the Graduate School catalog, there are specific requirements to the Department of Communication Sciences and Disorders that are outlined in the sections below.

Admission to candidacy for the doctoral degree is obtained after successful completion of the following requirements: First research project, core courses within the department, other course work as specified in a plan of study, outside-the-department minor, statistics requirement, and a preliminary examination.

It is the responsibility of you and your primary academic advisor to make sure that all requirements are completed. The dated and signed requirements checklist provides this record.

PhD Requirements Checklist

Adobe Acrobat Document

Plan of Study

Adobe Acrobat Document

You and your primary academic advisor will develop an individualized plan of study that outlines your major within the department and your minor outside the department.
You may alter your study plan at any time with consent of your primary academic advisor.
You must complete this plan before taking the comprehensive preliminary examination.

You are required to submit a written plan of study to the department, approved by your primary academic advisor, before the end of the first year of study.

This approved study plan shall be available for review in your academic file. The plan of study may be altered at any time during the doctoral program with consent of your primary academic advisor. The plan of study must be completed prior to taking the preliminary examination.

The plan of study must encompass an area of specialization chosen from speech pathology, audiology, language disorders, and normal aspects of speech, hearing, and language. Although there are no specific course requirements for the major, the study plan should be comprehensive in scope and should be tailored according to your research and academic needs.

Course requirements for the Ph.D. program consist of:

1. Core courses Required core courses include a departmental professional seminar (also known as “proseminar” or “prosem”), departmental course on grant writing, and some courses offered in other departments on statistics, research methodology, and teaching methods.
2. Content courses. Content courses provide depth in your area of specialization.

Students satisfy the core requirement by taking the following seminar/courses:

1. Grant Writing (3 credits)

2. Statistics Sequence (9 credits)
3. Research Methodology (3 credits). This may include an independent study/directed readings course or a course from outside of the department focused broadly on something related to research methods, depending on the particular student‘s area of interest. Note: A statistics class that covers research methods or experimental design can be used towards the 9-credit minimum in statistics.
4. Professional Seminar (prosem) (4 semesters; 8 credits)
5. Teaching Methods (1 credit or audit).

It is recommended that the grant writing course be taken in the last year of course work, or as determined via consultation with the primary academic advisor and course instructor. Also, during the second year of study, one of the required prosem semesters may be satisfied by attending weekly seminars elsewhere on campus. The decision to attend an alternative seminar must be made in consultation with your primary academic advisor.

All doctoral students are expected to become proficient in statistical methods. Students are required to have 9 credits of statistical methods at a minimum, which must also include a course on research methods or experimental design (Note: A statistics class that covers research methods or experimental design can be used towards the 9-credit minimum in statistics). Many students satisfy this requirement with courses in the Educational Psychology department or the Statistics department. For instance, a rigorous and worthwhile statistics sequence could be two 4-credit statistics classes in the Statistics department (Stat 571, 572) plus an experimental design class, such as Clinical Trials, or Ed Psych 762. You should discuss the stat sequence with your primary academic advisor and have their approval. A grade of “B” or better is required for acceptable fulfillment of the statistics requirement.

The teaching requirement can be met by taking a 1-credit seminar taught within or outside the department, a 1-credit independent study with your primary academic advisor that involves lecturing or developing course materials or projects, or an independent study with your primary academic advisor that involves reading and discussing scholarly writings that concern teaching. The form of the teaching credit should be discussed and approved with your primary academic advisor. The Delta Program is an excellent resource for workshops and courses on teaching and research mentoring (https://grad.wisc.edu/delta/).

The spirit of the core requirement is to ensure that doctoral students have a foundation for applying their area of specialization to undertaking effective research and other forms of scholarship expected of persons who hold a doctoral degree.

First Project

The first project is the first exposure to research for many students. This is an opportunity for you to work in your primary academic advisor's laboratory, synthesize newly learned skills, and write your first publication in graduate school. This research project will be directed by your primary academic advisor.

Regardless of whether or not you have completed a master's thesis, you will perform research in your primary academic advisor's lab in your first year of study. You will gather data, run analyses, and write a research report. You will present data collected during your first year of study to faculty and students at the departmental proseminar during your second year.

Minor

Minor Form

Adobe Acrobat Document

Consistent with Graduate School regulations, you are required to take an outside minor, approved by your primary academic advisor.

All Graduate School students must use the Graduate Student Portal in MyUW to add, change, or discontinue any doctoral minor or graduate/professional certificate. To apply to this minor or certificate, log in to MyUW, click on Graduate Student Portal, and then click on Add/Change Programs. Select the information for the doctoral minor or graduate/professional certificate for which you are applying.

The specific course requirements for fulfillment of a minor must be negotiated by you with the participating department(s). The minor options are described by the Graduate School here.

Preliminary Exam (“Prelims”)

Before official admission to candidacy for the doctoral degree, you must demonstrate competency to begin dissertation research by passing a preliminary examination in your area of expertise. When you pass the preliminary examination, you will be a doctoral candidate, also known as a “dissertator.” All coursework and your minor must be completed prior to or within the semester in which you are taking your prelims. Taking courses after Prelims is discouraged. However, if a course is exactly 3 credits and is directly related to a student’s research, and the advisor approves, then the Graduate School permits dissertators to take that course.

You must meet with your primary academic advisor to prepare for the Preliminary Examination. The purpose of the doctoral comprehensive preliminary examination in the Department of Communication Sciences and Disorders is: (a) to develop competence in applying terminology, facts, concepts, relations, procedures, theories, and issues accurately and appropriately, (b) to invoke facts, reasoning and other evidence to support observations and opinions, (c) to identify, organize, analyze and integrate information, (d) to evaluate one’s own work and that of others critically, and (e) to communicate effectively. The preliminary exam also assists the faculty in determining whether a student's knowledge of pertinent facts, theories, and methods is sufficient to render the student generally capable of: (a) undertaking effective research in an area within communication sciences and disorders, and (b) undertaking other forms of scholarship required or expected of persons who professionally use the doctoral degree.

You should decide on the composition of your preliminary examination committee at least the semester before the exam is anticipated. In many cases, the committee will be formed earlier in the program, and this is acceptable.

Preliminary Examination Committee

The preliminary exam questions are developed by three content-matter experts from the UW-Madison who are knowledgeable in your chosen area. These committee members will also grade your exam. At least one member of the committee must be a regular or joint tenured or tenure-track faculty member of the Department of Communication Sciences and Disorders. Generally, the primary academic advisor is a member of the preliminary exam committee and serves as Chair. Examples of eligible committee members include tenured or tenure-track faculty at UW-Madison, CHS faculty at UW-Madison, Research Professor track faculty at UW-Madison, and academic staff at UW-Madison with Permanent PI status. UW-Madison faculty and staff with the above titles do not need prior approval to serve on your preliminary exam committee. Inclusion of committee members with academic staff titles other than those listed above, or with

appointments outside of the UW-Madison, may also be appropriate committee members. However, their participation on your committee must be approved at least the semester before the exam is anticipated. To request approval, please send an email to the PhD Program Director for consideration by the PhD Committee. In your request, clearly describe how inclusion of that prospective committee member benefits your learning and provide their CV.

The members of your preliminary exam committee will independently advise you on preparation for the question(s) they will present to you. The written exam is followed by an oral examination. Generative artificial intelligence (AI) software of any kind may not be used to answer preliminary exam questions.

You will advance to PhD candidacy after successfully passing the Preliminary Examination. You are required to write a 9-hour preliminary examination with at least 6 hours devoted to their major area of study. The types and direction of the questions included in the exam are at the discretion of the Prelim Committee. Typically, each of the three committee members will create questions appropriate for a 3-hour writing session by the student.

Three of the 9 hours can be written outside of the context of the preliminary examination, if approved by the Prelim Committee. These three hours can be devoted to writing a grant application (with or without actual submission of the grant, as determined by your primary academic advisor), focused review paper, or research paper. The choice of writing mechanism, the requirements, and scoring are to be determined by the Prelim Committee. No more than three hours of the 9-hour preliminary examination can be satisfied via an outside paper or grant. In reality, writing a grant application or research paper will require more than three hours to complete. However, only three hours may be “credited” to the 9-hour preliminary examination using these alternative mechanisms. Accordingly, if you use an alternative mechanism for three hours of the exam (as described above), the remaining six hours must be completed in the traditional manner of writing answers to questions provided by the Prelim Committee.

In preparing for your preliminary exams, students ordinarily compile a reading list in consultation with each faculty member on the preliminary exam committee. Sample preliminary exam questions may be requested from the Graduate Program Coordinator. Your primary academic advisor will be the chair of the Prelim Committee and will approve the Preliminary Examination process. However, your primary academic advisor does not have the authority to approve or overrule the reading list or exam questions developed by other faculty on the preliminary exam committee.

The “Requirements Completed Prior to Scheduling Prelims” section of the requirement checklist and a minor form must be filled out and submitted to the Department Graduate Program Coordinator, located in Goodnight Hall Room 318, 8 weeks prior to requesting the preliminary exam warrant.

Preliminary Examination questions must be submitted by the Prelim Committee to the Graduate Program Coordinator one week prior to the scheduled Preliminary Examination. You may specify the distribution of the number of hours to write per day, over a two- or three-day period. The days may be disbursed over no more than a three-week period. You will have access to printed reference materials, materials stored on your computer or obtained via the internet during the exam. A two-hour oral exam will be administered approximately one week after successful completion of the written exam.

How are Prelims Graded?
The written exam is graded by each Committee member on a 4-point scale. Pass or fail will be determined by overall GPA on the exam, computed from the average grade for each section weighted by the number of hours per section, with a 3.0 overall required for passing.

The oral portion of the exam is also graded on a 4-point scale. A grade of a least a 3.0 must be obtained from each committee member to be considered a passing grade on the oral exam portion. The oral examination may cover material included or not included in the written examination.

What happens after you complete your Written Exam?
You will be informed at least two days before the oral examination as to whether the written examination resulted in pass or fail; in the case of failure, no oral exam will be held. The advisor (e.g. preliminary exam committee chair) is responsible for consulting with the other two members of the committee regarding grades and pass/fail status on the written exam. If you fail the written exam, the advisor will inform you, cancel the scheduled oral exam, and advise you about next steps.

What happens after you complete your Oral Exam?
After your oral examination, your Preliminary Examination Committee will discuss your performance and grade your exam on a 4-point scale. The Committee discussion may take place immediately following your exam, after you have stepped out of the exam room, or may take place within a week following the examination. You must have at least a 3.0 grade from all Committee members to pass the oral portion. You will be informed of your grade and pass/fail status by your advisor, either immediately following the exam, or up to one week later.

What happens if you do not pass your Preliminary Exam?
The written and oral portions are considered as one complete examination. As such, both the written and oral portions must be passed for you to pass the Preliminary Examination and advance to candidacy for the PhD. This means that failure on the oral examination portion is considered a failure of the entire Preliminary Examination, even if you previously passed the written portion. Again, both portions (written and oral) must be successfully passed to pass the Preliminary Examination and advance to candidacy.

If you fail the Preliminary Examination, you may retake only once. The retake must take place no later than the following Fall or Spring semester unless an exception is granted by the PhD committee. Specifically, failure of the Preliminary Examination in the summer term must be retaken in the following Fall semester; failure in the Fall semester must be retaken in the following Spring semester; and failure in the Spring semester must be retaken in following Fall semester. Retakes during the summer term will generally not be permitted unless there are extenuating circumstances. Approval for a summer retake must be granted by the PhD committee. Failure on a second attempt will result in failure to advance to candidacy for the PhD Degree. Accordingly, you will be withdrawn from the PhD program in the following semester. The Preliminary Examination Committee may require additional training on, or study of, particular content in order to advance to a retake. The student may be required to retake the entire examination or the portions failed dependent on the judgment of the Preliminary Examination Committee. That is, failure of the oral portion may also require a re-write of the written portion, even if the written portion was passed on the first examination.

Dissertation Requirements

Prospectus Meeting
Following successful completion of the Preliminary Exam, you will complete a dissertation in which you perform original research. The first step in this process is to write a dissertation prospectus. The dissertation prospectus may be written as the first few chapters of your dissertation (for instance, Abstract, Statement of the Problem, Literature Review, Methods) or may be a copy of a grant application for your dissertation, such as an NIH F31 application (or other). If your primary academic advisor is affiliate faculty, the Communication Sciences and Disorders faculty member serving as departmental contact must approve the prospectus format.

The prospectus must be delivered to the dissertation committee at least two weeks ahead of the prospectus meeting. See below for the requirements of your dissertation committee composition.

The prospectus meeting must be held and your dissertation prospectus approved by your dissertation committee (described below) prior to finalizing the hypotheses and studies to be performed for your dissertation. Your primary academic advisor will serve as Chair of this meeting. Data should not be collected prior to this meeting, unless the dissertation involves analysis of secondary or existing data sets, or if preliminary data are needed to establish feasibility.

This committee may be comprised of different faculty members than those who served on the preliminary examination committee.

Dissertation (Doctoral) Committee

The doctoral committee should be comprised of the same faculty members who evaluated the prospectus. However, membership on the committee may also change if needed with written approval of your primary academic advisor (an email will suffice). If a new committee member is added after the prospectus meeting, written approval of the prospectus by the new committee member must be obtained (an email will suffice). Both your primary academic advisor's approval of the committee change and the new member's approval of the prospectus must be filed with the Graduate Program Coordinator.

The doctoral committee is comprised of at least four members, three of whom must be UW-Madison graduate faculty. At least one of the four members must be from outside of your major program or major field of study.

Three of the committee members must be UW–Madison graduate faculty or former UW–Madison graduate faculty within one year of resignation or retirement. The fourth member and any additional members may be from any of the following categories, **as approved by the program's executive committee**: faculty from a department without a graduate program, academic staff (including emeritus faculty), visiting faculty, faculty from other institutions, scientists, research associates, and other individuals **deemed qualified by the executive committee**. However, no more than one member of a doctoral committee may be a visiting professor, retired professor, or professor from a department without graduate program authority.

Graduate faculty status is defined as: All tenure-track faculty holding full, associate, or assistant professor rank in any department with graduate program authority. Tenure-track faculty members are automatically permitted to retain graduate faculty status for one year after their retirement or resignation. Annual extensions of graduate faculty status for retired or resigned faculty may be recommended by the departmental executive committee for consideration and approval by the Graduate School dean or designee. Your

primary academic advisor generally will serve as Chair, although this is not a Graduate School requirement.

You may also have a co-advisor or co-chair of your doctoral committee. The co-advisor/co-chair will be designated on dissertation documentation. The chair or co-chair of the committee must be graduate faculty from the student's program.

The executive committee of a department may believe that an academic staff member other than a visiting or emeritus professor should be appointed to an examination committee. The executive committee can without approval of the Graduate School appoint such an academic staff member (e.g. scientist or CHS staff) to serve as a member of a doctoral examination committee. Such an appointed committee member has the right to vote and sign the warrant like other members of the committee. The department executive committee may consider academic staff for membership on an examination committee only if the academic staff member has a doctoral or other terminal degree and has research or practical experience relevant to your dissertation.

Further guidance on establishing your committee:

- Two members of committee must come from the Department of Communication Sciences and Disorders and/or a Joint Affiliation.
- At least 1 of your dissertation committee members must be from outside of the Department of Communication Sciences and Disorders. Affiliate or Joint faculty may serve as either departmental or non-departmental committee members.
- Faculty from a department of communication sciences at an outside institution cannot serve as an out-of-department committee member, given that their expertise is within our field.
- The Graduate School requires that at least three committee members of all doctoral/final oral examination committees must be designated as readers. Readers are committee members who commit themselves to closely reading and reviewing the entire dissertation. In our department, the current practice is for all committee members to serve as readers.

Rules for filing the doctoral dissertation are published by the Graduate School. You are encouraged to review the document entitled, "Guide to Preparing Your Doctoral Dissertation", published by the Graduate School.

Dissertation must acknowledge contributions received from other individuals, including co-authors of published work that appears in the document, such as in designing the

research, executing the research, analyzing the data, interpreting the data/research, or writing, proofing, or copy editing the manuscript.

Dissertation Oral Exam
The final dissertation document must be distributed to committee members at least two weeks prior to the oral examination. The dissertation may be delivered electronically or in hard copy, depending upon faculty preference. You should check with each committee member to determine their preference. Dissertations will be evaluated for scholarship and scientific contribution.

To pass the dissertation defense, a student may receive no more than one dissenting vote from their dissertation defense committee. A missing signature is considered a dissent. If more than one committee member dissents, the student may retake the exam once, no sooner than the next session (fall, spring, or summer) and no later than one year. A second failure will result in dismissal.

The final examination committee will examine the candidate about the research project and other aspects of the doctoral program.

Special Committee Doctoral Programs
"Special committee" doctoral degrees are one-of-a-kind degrees built around unique needs of individual students that cannot be satisfied by approved programs (e.g., by existing major program/minor combinations, joint degrees, distributed minors, etc.) and may permit individual degrees in new and emerging fields or combinations of disciplines." For more details, please refer to the Graduate School policy here. If you have an interest in a special committee doctoral degree, you should apply to the department of the degree program that is closest to their major interest.

Enrollment Requirements

You are responsible for following Graduate School policies related to course enrollment requirements and limitations:

Adding / Dropping Courses
grad.wisc.edu/documents/add-drop

Auditing Courses
policy.wisc.edu/library/UW-1224

Canceling Enrollment
grad.wisc.edu/documents/canceling-enrollment

Continuous Enrollment Requirement for Dissertators
policy.wisc.edu/library/UW-1204

Enrollment Accountability
grad.wisc.edu/documents/enrollment-accountability

Minimum Enrollment Requirements
policy.wisc.edu/library/UW-1208

Leaves of Absence

Except for dissertators, students in the graduate program may apply for a leave of absence from the program for up to one calendar year. Leaves typically are granted for medical or personal reasons but also may be requested by M.S./Ph.D. or Ph.D. students who plan to complete a clinical fellowship during their graduate program.

Leave requests should be first discussed with the student's primary academic advisor and then submitted in writing to the Department Chair. If the leave request is not granted, the student must complete the regular application process if he or she decides to return to the program and will be considered as a new applicant.

If students have pre-enrolled for a future term, they must be sure to drop all courses before the first day of class.

Students who are absent for one or more terms must re-apply to the program through the Graduate School. To apply for readmission, graduate students should first contact their program and then the Graduate School Office of Admissions and Academic Services.

The readmission process accomplishes two goals:

1. Assures the Graduate School that a student is in good standing with his/her academic program; and
2. Activates his/her enrollment eligibility.

Any student who does not enroll for fall or spring term is considered to be a re-entry and must pay the Graduate School online application fee. (See Graduate School Policies Library Leaves of Absence).

Dissertators: The Graduate School requires all dissertators to maintain continuous enrollment. In rare circumstances when this is not possible, a degree completion fee is assessed to recognize the inevitable use of university facilities (including faculty and staff time) up to and including the successful defense of the dissertation (see Graduate School Academic Policies and Procedures > Continuous Enrollment Requirement.)

This fee may be substantial and is waived if the student enrolls for four subsequent terms (see Graduate School Academic Policies and Procedures > Degree Completion Fee). A candidate for a doctoral degree should be aware that failure to take the final oral examination and submit the dissertation within 5 years after passing the preliminary examination may require another preliminary examination and admittance to candidacy a second time.

Students receiving financial aid should contact the Financial Aid office for information regarding loan- deferment guidelines. In-school status for the purpose of loan deferment requires pre-dissertators to take at least 6 graduate-level credits per term and dissertators to take at least 3 graduate-level credits per term (see Graduate School Academic Policies and Procedures > Financial Aid). International students should check on their visa status with International Student Services. *This departmental leave policy was approved March 1, 2010.*

Academic Exception Petitions

Our department has a process for handling academic exceptions for program requirements/expectations that can be handled through a review by the academic advisor or the Director of Doctoral Studies. However, some academic exceptions may need to be approved by the Graduate School. For further information about this, contact the Director of Academic Services and see the following webpage: grad.wisc.edu/documents/exceptions

Academic exceptions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Director of Doctoral Studies.). The following procedures apply to all petitions:

1. The specific requirement/rule/expectation pertinent to the petition must be identified.
2. The student's academic advisor must provide written support for the petition.

3. All course work substitutions and equivalents will be decided by appropriate area-group faculty or Director of Doctoral Studies.

More generally, the Director of Doctoral Studies, in consultation with your advisor, may grant extensions to normal progress requirements for students who face circumstances as noted in university regulations, which may include childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one's personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted only in the event of highly extraordinary circumstances. Extensions will be granted formally with a note of explanation to be placed in the student's file.

Satisfactory Academic Progress

Your continuation as a graduate student at UW-Madison is at the discretion of your program, the Graduate School, and your faculty advisor. Any student may be placed on probation or dismissed from the Graduate School for not maintaining satisfactory academic progress, and this can impact your academic standing (detailed below), financial aid (see this policy page: policy.wisc.edu/library/UW-1040), or funding (consult your sources of funding, as applicable). Our program has its own definition of satisfactory academic progress and related procedures that supplement Graduate School policy, as described in this section.

Resource-PhD Progress Report Template

Adobe Acrobat Document

Definition

Information about how the Graduate School determines satisfactory academic progress can be found at this policy page: policy.wisc.edu/library/UW-1218. In addition to the Graduate School's monitoring of satisfactory academic progress, this program regularly reviews the satisfactory academic progress of its students, defined as the following:

Not Meeting Academic Expectations

Student progress will be reviewed through coursework and the annual progress report. If your advisor and PhD Committee find at the annual progress report meeting or at any other time that you have failed to achieve satisfactory progress in the academic expectations set in this handbook, you will be notified and given an opportunity to submit a response within a set time period (typically 2 weeks). Your advisor and PhD Committee will review the response within 2 weeks and determine if further action is needed. You may be dismissed from the program. You may, alternatively, be placed on probation for one semester and then reviewed by the PhD Committee following the probationary semester. If placed on probation, you may be dismissed or allowed to continue based upon review of progress during the probationary semester. If you wish to appeal any decision stemming from this review process, you can do so within 2 weeks of the date of the decision letter through submitting a letter to the chair and requesting a new hearing with the addition of a faculty member external to the original PhD Committee.

Personal Conduct Expectations

Professional Conduct

The Office of Student Conduct and Community Standards maintains detailed guidance on student rights and responsibilities related to learning in a community that is safe and fosters integrity and accountability. You are responsible for keeping aware of their policies and procedures, found at the following page: conduct.students.wisc.edu
This program sees the following qualities as evidence of professional behavior by students:

- Understands and follows the UW Student Code of Conduct
- Shows respect for a diversity of opinions, perspectives, and cultures
- Accurately represents their work and acknowledges the contributions of others
- Aims to gain knowledge and contributes to the knowledge base of others
- Strives to incorporate and practice disciplinary ideals in their daily lives
- Demonstrates integrity; provides accurate information in resumes/CVs
- Challenges themselves in academic pursuits
- Follows research ethics including IRB protocols, documentation of research activities, protection of subject/client confidentiality, and follows HIPAA regulations
- Demonstrates commitment to an unbiased interpretation of data as well as related academic and professional endeavors
- Follows-through and pulls their weight in group activities

- Understands where collaboration among students is or is not allowed
- Does not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others
- Avoids conflicts of interest
- Interacts with peers, faculty, staff, and those they encounter in their professional capacity in a manner that is respectful and considerate
- Attends and is prepared for all scheduled meetings and classes, and honors agreed upon work schedules
- Communicates openly and offers prompt responses to inquiries
- Is careful in their use of available equipment, technology and resources
- Offers criticism in a constructive manner
- Welcomes feedback
- Is actively prepared for class and ready for questions and answers
- Notifies instructors at least one day in advance of a planned absence and takes responsibility for finding out what they missed
- Recognizes that the pursuit of knowledge is a continuous process and seeks guidance (when needed) as they adapt to change

Academic Misconduct

Academic misconduct is governed by state law, UW System Administration Code Chapter 14. For further information on this law, what constitutes academic misconduct, and procedures related to academic misconduct, see:

The Graduate School

Office of Student Conduct and Community Standards
https://conduct.students.wisc.edu/

Academic Policies & Procedures: Misconduct, Academic
grad.wisc.edu/documents/misconduct-academic

Academic Misconduct Website
conduct.students.wisc.edu/academic-misconduct

Academic Misconduct Process
https://conduct.students.wisc.edu/academic-misconduct/#process

Non-Academic Misconduct

Non-academic misconduct is governed by state law, UW System Administration Code Chapters 17 and 18. For further information on these laws, what constitutes non-academic misconduct, and procedures related to non-academic misconduct, see:

The Graduate School

Academic Policies & Procedures: Misconduct, Non-Academic
grad.wisc.edu/documents/misconduct-nonacademic

Office for Student Conduct and Community Standards

Non-Academic Misconduct Website
conduct.students.wisc.edu/nonacademic-misconduct

University of Wisconsin System (UWS)

Chapter 17: Student Non-Academic Disciplinary Procedures
docs.legis.wisconsin.gov/code/admin_code/uws/17

Chapter 18: Conduct on University Lands
docs.legis.wisconsin.gov/code/admin_code/uws/18

Research Misconduct

Graduate students are held to the same standards of responsible conduct of research as faculty and staff. Further information about these standards and related policies and procedures can be found at:

The Graduate School

Academic Policies & Procedures: Responsible Conduct of Research
grad.wisc.edu/documents/responsible-conduct-of-research

Office of the Vice Chancellor for Research and Graduate Education

Research Policies
research.wisc.edu/compliance-policy

Hostile and Intimidating Behavior (Bullying)

Hostile and intimidating behavior (HIB), sometimes referred to as “bullying,” is prohibited by university policy applicable to faculty, academic staff, and university staff. For further definition, policy, and procedures related to HIB see: hr.wisc.edu/hib. Students who feel they have been subject to HIB are encouraged to review the informal and formal options on the “Addressing HIB” tab of this website.

Grievance Process

Each college or program on campus has a grievance process that students can use to address other concerns regarding their experience in the program. This program’s grievance process can be found detailed at:

https://guide.wisc.edu/graduate/communication-sciences-disorders/communication-sciences-disorders-phd/#policiestext

Process and Sanctions for Violations of Conduct Standards

The PhD Committee administers the regulations established by the faculty. It makes sure students are meeting the program expectations and imposes sanctions when appropriate. Faculty and faculty committees determine whether the quality of a student’s work and conduct are satisfactory, while the PhD Committee determines whether the student is satisfying the academic requirements in a timely fashion and meeting program conduct expectations. Students who are falling behind academically or not meeting conduct expectations are first warned, then put on probation, and then dropped from the program if they cannot complete the requirements or remedy their conduct. Within boundaries set by the faculty, the PhD Committee is authorized to take account of individual circumstances and problems, and to grant extensions of deadlines and waivers of requirements.

In addition to the program’s disciplinary actions, the Dean of Students Office may also have grounds to issue one or more of the following:

- Reprimand
- Probation
- Suspension
- Expulsion
- Restitution
- A zero or failing grade on an assignment/exam

- A lower grade or failure in the course
- Removal from course
- Enrollment restrictions in a course/program
- Conditions/terms of continuing as a student

Incident Reporting (Hate, Bias, Sexual Assault, Hazing, Students of Concern, Bullying)

The Dean of Students Office maintains a portal to report incidents of hate, bias, sexual assault, hazing, dating/domestic violence, stalking, missing students, and students displaying other concerning behaviors at UW-Madison:

Dean of Students Incident Reporting
doso.students.wisc.edu/report-an-issue

As noted above in "Personal Conduct Expectations," students who feel they have been subject to hostile and/or intimidating behavior (i.e., bullying) are encouraged to review the informal and formal options for addressing this behavior (including filing complaints when desired) at:

Human Resources Hostile and Intimidating Behavior Website
hr.wisc.edu/hib

Funding, Employment, and Finances

"Funding" is a term used to describe university employment or support to cover some or all of your costs of graduate education. It varies in kind, amount, and level of guarantee.

Financial assistance may be available to qualified individuals in the form of research assistantships, project assistantships, teaching assistantships, fellowships, or traineeships. Funding most often comes from the faculty member agreeing to advise the student and at times may come from the department through a teaching assistantship. Funding guarantees are made based on the faculty member's funding landscape. Terms of these appointments are defined in the offer letter to the student. Additional information for international students can be found here: https://grad.wisc.edu/international-students/

The Graduate School maintains policies related to graduate student funding/employment:

Maximum Levels of Appointments
grad.wisc.edu/documents/maximum-levels-of-appointments

Concurrent Appointments for Fellows/Trainees
grad.wisc.edu/documents/concurrent-appointments

Enrollment Requirements for Graduate Assistants
policy.wisc.edu/library/UW-1208

Graduate School Enrollment Requirements
https://policy.wisc.edu/library/UW-1208

Finding Funding Without a Guaranteed Appointment

Campus-Wide and External Sources

To help you find resources to pay for costs related to graduate education, the Graduate School provides a comprehensive overview of the funding process on campus as well as descriptions of the types of funding available, sources of funding, minimum stipend rates and benefits, and links to applicable human resources policies (e.g. GAPP) at:

Graduate School: Funding and Financial Aid
grad.wisc.edu/funding

External Fellowships
https://grad.wisc.edu/funding/fellowships/#external-fellowships

UW-Madison Libraries Grants Information Collection
library.wisc.edu/memorial/collections/grants-information-collection

Additional Policies & Resources

Graduate School Policy: Residence for Tuition Purposes
grad.wisc.edu/documents/residence-for-tuition-purposes

Employee Disability Resources
employeedisabilities.wisc.edu

Graduate Assistantship Policies and Procedures (GAPP)
hr.wisc.edu/policies/gapp

Professional Development (optional)

When you participate in professional development, you build skills needed to succeed academically and thrive in your career. The following are professional development activities that we recommend for your consideration. Required professional development will be detailed in “Degree Requirements” above.

On Campus

The Graduate School develops and curates a wide variety of resources for professional development, including a tool to assess your skills, set goals, and create a plan with recommended activities on campus (e.g., the popular “Individual Development Plan” or IDP) as well as programming to help you explore careers, prepare for a job search, build your network and learn from alumni, manage projects, communicate about your research, and much more.

DiscoverPD helps master’s and doctoral students at UW-Madison advance their academic and professional goals with customized recommendations based on a skills self-assessment. The 400+ professional development recommendations available in the DiscoverPD database are available in a range of formats to best meet your diverse needs, including in-person, virtual, asynchronous, and synchronous opportunities. All of this can be found at:

Professional Development from the Graduate School
grad.wisc.edu/professional-development

The Graduate School communicates professional development opportunities through an e-newsletter, *GradConnections*, that all graduate students receive at their wisc.edu email. Graduate students in traditional graduate degree programs receive the newsletter weekly during the academic year and every other week in the summer. Graduate students in online degree programs receive the newsletter every other week during the academic year and monthly during the summer.

In Our Program/Department

Faculty and students interact weekly during the weekly proseminar held on Mondays at noon in B62 Goodnight Hall. The proseminar provides presentations and discussion on research topics in the field. There are also a number of awards to recognize student excellence across areas of emphasis. The Department encourages faculty and students to pursue interdisciplinary opportunities. Attending colloquia and other national and international research presentation from a variety of disciplines is part of the academic life. Presently, faculty and students are involved in interdisciplinary work in:

- Neuroscience Training Program
- Department of Otolaryngology Head and Neck Surgery
- Waisman Center
- Psychology
- Educational Psychology

In Our Discipline

In our discipline there are number of professional development opportunities:

Wisconsin Speech-Language Pathology and Audiology Association (WSHA)

American Speech-Language-Hearing Association (ASHA)

ASHA Convention

American Academy of Audiology

American Academy of Ortolaryngology – Head and Neck Surgery

Dysphagia Research Society

Symposium on Research in Child Language Disorders